

CONSIDERATION OF OTHERS (CO2) (2-DAY SEMINAR)

Maneuver Support Center



STUDENT HANDOUT 2008

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INTRODUCTION

Consideration of Others has been developed for you, the commander. It is a tool designed to help you build unit cohesion and assist you in the complex task of leading Soldiers. This vital task must be done well if we are to fulfill our primary mission: to fight and win the Nation's wars.

A military unit must excel as an organization in order to successfully accomplish its mission. As the difficulty of the mission increases, so does the need for excellence in a unit's organizational character. In the Army, we use the term "unit cohesion" to describe organizational character. This term has a great deal of value, not the least of which is its acceptance by a wide range of Army authorities as a common term of reference to use when discussing issues relating to how soldiers operate and fight as a team.

The exact term we use is not critically important. What is critically important is that our Soldiers live and work in the type of organization which allows them to excel and give their total commitment to the unit's mission; to exhibit in practice the "selfless service" we value as American Soldiers.

Developing, maintaining, and leading an excellent organization is hard work. Doing so, however, is the vital "pre-mission" task that precedes the successful commitment of your troops to combat. If you, the commander, commit yourself to developing both the tactical / technical competence of your Soldiers and their ability and willingness to work together as a military team, then there is little or nothing any enemy can do to stand in the way of our Soldiers.

Consideration of Others is a tool, which focuses on the vital linkage between the individual Soldier and his or her role as a member of a military team. That linkage lies in the definition of Consideration of Others, which reads:

" Consideration of Others is those actions that indicate a sensitivity to and regard for the feelings and needs of others and an awareness of the impact of one's own behavior on them...."

This definition emphasizes that ultimately Consideration of Others involves *the awareness, the actions, and the responsibility of the individual Soldier*. The capability of each of your Soldiers to recognize that their attitudes, actions, and words affect others in the unit; and their willingness to take responsibility for those attitudes, actions, and words- to the point of changing them when necessary- is what Consideration of Others is all about.

METHODOLOGY

The design of Consideration of Others intentionally parallels the operation or mission planning design that commanders use daily. A key principle is that Consideration of Others must be easily and readily adaptable to each commander's priorities and each individual unit's needs. What does that mean for you? Put simply, it means that this Consideration of Others publication has been designed to provide you with concepts and assets which can be shifted or altered to enhance your own priorities based on your command assessment. The primary key to Consideration of Others execution is small-group instruction.

Consideration of Others planning parallels mission planning. If you, as a commander, were given a mission, your analysis would include many of the following steps outlined in FM 101-5.

- Conduct intelligence preparation of the battlefield.
- Determine specified, implied, and essential tasks.
- Review available assets.
- Determine constraints.
- Approve the (restated) mission.



The purpose of the Consideration of Others program is to develop or enhance positive unit cohesion. Consideration of Others planning analysis works in a parallel manner to operational mission analysis.

- Survey / assess your command.
- Identify primary or key areas of concern.
- Identify specific training needs.
- Determine priorities, first among those Consideration of Others needs, and then between Consideration of Others needs and other needs / priorities of your command.
- Identify and commit resources.
- Execute.



In every military unit there are major areas which are key to developing positive organizational character. As you survey and assess your organization, you will examine these key areas-just as you would identify key terrain features in a tactical situation. Under Consideration of Others, there are eight key areas.

- Ethical Development – Individual & Organizational
- American Military Heritage
- Quality Individual Leadership
- Team Building
- Equal Opportunity
- Gender Issues
- Family Concerns
- Health, Safety, and Drug & Alcohol Abuse

These areas definitely border on each other, and even overlap to some extent. For example, it is easily apparent that American Military Heritage should provide the context or background for everything we train or teach Soldiers. Likewise, it is difficult to imagine that successful team building could take place in today's Army without a full commitment to Equal Opportunity or in the absence of Quality Individual Leadership.

The resources which commanders can potentially bring to the Consideration of Others program are extensive. At brigade or above, Equal Opportunity Advisors (EOAs) will have received training in the Consideration of Others program and may serve as overall coordinators or as instructors. Commanders at all levels have access to key NCO leaders (CSMs, First Sergeants), Chaplains, medical personnel, IG and JAG officers, or even civilian academic or professional sources. All of these could play important roles as training resources as you develop your command's unique Consideration of Others emphasis.

The primary key to Consideration of Others execution is small-group instruction. You will find that most of the suggested lesson plans call for discussion, rather than one-over-the-world-lecture. You must identify facilitators or instructors to lead the small group instruction. The importance of selecting the right person is as critical as the process you use to select instructors for other subjects in your command that contribute to mission accomplishment. You may or may not have the luxury of having trained or certified small-group facilitators available for your Consideration of Others program. Selected leaders must be the most capable personnel available, clearly able to handle themselves appropriately in a small group setting.

THIS PUBLICATION

In addition to this introduction, this publication contains two sections. The first section covers the eight key areas. Each key area is defined and set in a military context. Finally, suggested lesson plans pertaining to that key area are referenced.

The final section contains the suggested lesson plans themselves. They are NOT intended to become the sole or mandatory text for classes in the areas they cover. They may be used exactly as written; or as a starting point for local trainers to use when developing materials tailored to your specific command. They may be replaced by other lesson plans, which apply more directly to your specific command. Local reproduction of all materials in this publication is authorized.

The suggested lesson plans included here are only a small number of those which have been developed throughout the Army, other Services, and the civilian community to address these topics. Printing, publication, and distribution constraints limit what is available here. However, modern electronic technology will allow the Army to create and maintain a centralized source for additional lesson plans or materials which you have developed locally or found helpful in your own training.

If you have such materials, please E-MAIL them to the Directorate of Human Resources, Office of the Deputy Chief of Staff for Personnel at DAPE-HR@HQDA.ARMY.MIL. They will be catalogued and incorporated into the Consideration of Others entry on the DCSPER home page, which can be accessed through the Army home page (<http://www.army.mil>). Please include your unit name and limit submissions to E-MAIL only (no facsimiles or other hard copy materials will be accepted).

CONCLUSION

Consideration of Others is not a “cure-all” for every organizational challenge. Your job as a commander has been, and always will be, extremely challenging. Consideration of Others is a tool to focus your assessment, orchestrate your efforts, and allow you access to the resources other commanders have used when faced with similar challenges. Additionally, many of your other required training requirements could be rolled under and captured within the parameters of Consideration of Others.

Your assessment, small group instruction, and your personal commitment and involvement in the program are the three elements which will make or break Consideration of Others in your command.

CONCLUSION (cont)

Making time for Consideration of Others in the midst of your day-by-day training and operation tempo will not be easy. Achieving excellence never is. You have, however, been given responsibility for Soldiers-American's youth-who have willingly volunteered to serve this Nation.

Your Soldiers have a potential for excellence unmatched by any other group of Soldiers in America's history. They will not reach that potential without learning to assume responsibility for how their individual actions affect others. Consideration of Others is your means to teach them this vital professional and personal truth- that responsibility is the key to both personal and organizational excellence. This truth will develop your Soldiers into leaders of character-not only during their time in uniform but throughout their lives

FACILITATOR'S GUIDE

HOW TO GET THE MOST OUT OF THIS TRAINING SESSION

This training is for YOU and its success rests largely with you.

Enter into the discussion ENTHUSIASTICALLY.

Give FREELY of your experience.

CONFINE your discussion to the problem.

Say what you THINK.

Only ONE PERSON should talk at a time. Avoid private conversations while someone else is speaking.

LISTEN ALERTLY to the discussion.

IF YOU DON'T UNDERSTAND - ASK.

APPRECIATE the other person's point of view.

BE PROMPT and REGULAR in attendance.

A SHORT COURSE IN HUMAN RELATIONS

The SIX most important words: "I admit I made a mistake."

The FIVE most important words: "You did a good job."

The FOUR most important words: "What is your opinion."

The THREE most important words: "If you please."

The TWO most important words: "Thank you."

The ONE most important word: "We."

The LEAST important word: "I."

FACILITATOR'S GUIDE (cont)

GUIDELINES FOR FACILITATION

The feelings and emotions of the participants are of immediate importance to you as the trainer. The behavior of the bigot makes feelings rise in the audience. After the bigot finishes, your first task is to help the audience come to the realization that they are:

1. Feeling some things;
2. That the things that they are feeling are valid; and,
3. They (the feelings) should be recognized and dealt with in a realistic way.

An issue that might arise for you as a trainer is your reaction to some of the feelings being discussed. Remember that you are there to facilitate the expression of feelings, not to judge or evaluate them. Your acceptance of the stated emotions does not reflect approval, but a feeling, whether you approve of it or not, is valid for the person who experiences it.

You may need to probe an audience in this phase of the presentation. It has been my experience that the older the audience, particularly to the degree that the audience is consciously aware of status, role, and educational differences, there may be some difficulty in the recognition and owning of feelings. Typically, as an audience rises higher on those factors they tend to function more exclusively on the intellectual level and less in the affective domain. It thus may take some probing to get at feelings-this may require you to challenge a participant to try to tune into what the feeling is rather than what he / she is thinking. With a reticent audience there are some hints on where to start. There is, in the bigot role, an attack on both the black male and upon females in general (both career-wise and in terms of sexuality). Ask a black male about his feelings concerning having his manhood attacked. If there are some in the audience work with them (because of their general status positions they may tend to be more reticent than their male counterparts). Also be sure to pick on an audience member who was silent during the presentation, and try to get that person to disclose where he or she is at.

While the audience / trainer interaction during this period is primarily affective, do not forget that one of the purposes of the program is to explore ways of handling the bigot. Questions that may facilitate the intellectual segment follow:

1. How did I handle that individual?
2. How would I go about trying to neutralize that a person?
3. What can I as an individual do to help minimize the influence of a John Gray?
4. To what degree can I accept John as a person, who has the right to be whomever he wants to be?

FACILITATOR'S GUIDE (cont)

The length of this interaction may be as short as forty minutes or as long as one hour, depending on the size of the group and their willingness to deal with what is going on inside of them.

SKILLS

AVOIDANCE BEHAVIOR (Person replies but does not answer your question)

1. Recognize you heard speaker by saying "I heard you" or paraphrasing.
2. Give Positive Feedback: Example: "That was a very good point you made."
3. Then repeat your question to the person again.

SILENT BEHAVIOR Be silent yourself. (Silence is a very uncomfortable feeling; eventually someone will talk).

DOMINATION BEHAVIOR Use the same method (1 & 2) in the avoidance behavior. Simply ask person to hold back because you are interested in also hearing other persons in the group.

COMMUNICATION "LEADS"

Phrases that are useful when you trust that your perception are accurate, and the "helpee" is receptive to your communications:

You feel.....	You figure...
From your point of view...	You mean...
It seems to you...	I'm not certain I understand; you're feeling...
In your experience...	It seems that you...
From where you stand...	As I hear it, you...
As you see it...	...is that the way it is?
You think...	...is that the way you mean?
What I hear you saying...	...is that the way you feel?
You're...(identify the feeling; for example: angry, sad)	Let me see if I understand you...
I'm picking up that you...	Let me see if I'm with you; you...
I really hear you saying that...	I get the impression that...
Where you're coming from...	I guess that you're...

FACILITATOR'S GUIDE (cont)

Phrases that are useful when you are having some difficulty perceiving clearly, or it seems that the “helpee” might not be receptive to your communications:

Could it be that...	You appear to be feeling...
I wonder if...	It appears you...
I'm not sure if I'm with you, but...	Perhaps you're feeling...
Would you buy this idea...	I somehow sense that maybe you feel...
What I guess I'm hearing is...	Is there any chance that you...
Correct me if I'm wrong, but...	Maybe you feel...
Is it possible that...	Is it conceivable that...
Does it sound reasonable that you...	Maybe I'm out to lunch, but...
Could this be what's going on, you...	Do you feel a little...
From where I stand you...	Maybe this is a long shot, but...
This is what I think I hear you saying...	I'm not sure if I'm with you; do you mean...

VALUES QUESTIONS ON FACILITATION

Experience Phase:

How did you feel when someone was speaking for you?
What were some of your reactions?
What would you have preferred?
What is the worst / best thing that could happen?

Sharing Phase:

What were you thinking / feeling when your value wasn't ranked as highly as you wanted to be?
How did you feel about that?
Who else had the same experience?
Who reacted differently?
Did members of your group support each other during the exchange?

Interpreting Phase:

How did you account for members supporting / not supporting each other?
What does that mean to you?
What does that suggest to you about yourself and / or your group?

FACILITATOR'S GUIDE (cont)

Generalizing Phase:

Does this experience remind you of anything else-what does this help you explain, understand?

So what does all this mean?

What are you going to do with this?

Applying Phase:

How can we relate this experience to being students / EOAs?

What options do you see available to you when you confront that behavior and attitude?

What do you imagine the consequences of doing (confronting) / not doing (confronting)?

Processing the Entire Experience:

How did you find this experience?

What are the pluses / minuses?

How might it have been more meaningful?

What changes would you make?

What would you continue?

If you had to do it over again, what would you do?

RESPONSES THAT TEND TO BLOCK COMMUNICATION

DIRECTING, ORDERING, COMMANDING (You must... "You have to," "You will...")

Such responses can produce fright or active resistance and rebellion. They also invite "testing". Nobody likes to be ordered or commanded-thus resentment is produced. Such responses may cut off any further communication from the person, or they may provoke defensive or retaliatory communication. Often people will feel rejected-their own needs are being ignored. In front of others, people may feel humiliated by such responses. Even if a person obeys, he or she may try to get back later or may respond immediately with anger.

WARNING, THREATENING, ADMONISHING ("You had better..." "If you don't, then...") Such responses are like directing or ordering except that they bring in the threat of using power. These responses invite "testing". They may cause a person to obey but only of fear. As with directing and ordering, these responses may produce resentment, anger, resistance and rebellion.

FACILITATOR'S GUIDE (cont)

MORALIZING, PREACHING, OBLIGING ("You should..." "You ought..." "It is your duty..." "It is your responsibility..." "You are required...") Such responses are like directing and ordering except that they drag in "duty" and some vague external authority. Their purpose is to make the person feel guilty or to feel an obligation. People sense the pressure of such messages and frequently resist and dig in their heels: Such messages also communicate lack of trust-"You are not wise enough". People often respond with "Who says I should" or "Why should I".

PERSUADING WITH LOGIC, ARGUING, INSTRUCTING, LECTURING ("DO YOU REALIZE..." "Here is why you are wrong..." "That is not right..." "The facts are..." "Yes, but...") Such responses provoke defensiveness and often bring on counter-arguments. They may also make a person feel inferior because they imply another's superiority. Persuasion, more often than not, simply makes a person defend his or her own position more strongly. People may feel, "you always think you are right". Having logic on your side does not always bring forth compliance or agreement. People often say, "I always get long lectures" or "They make me feel I'm wrong or stupid".

ADVISING, RECOMMENDING, PROVIDING ANSWERS OR SOLUTIONS ("What I would do is..." "Why don't you..." "Let me suggest..." "It would be best for you...") It is not true that people always want advice. Advice implies "superiority" and can make a person feel inadequate and inferior. "I should have thought of that". A person may respond to advice with resistance and rebellion-"I don't want to be told what to do". Often people resent suggestions other people-"Let me figure it out myself". Failure to follow advice may make people feel guilty or that they have let the person giving the advice down. If the advice does not seem sound, a person has to argue against it and spend time dealing with it rather than think up their own solutions. Advice can also make a person dependent; it does not encourage creative thinking. A person may simply respond by feeling the person giving advice just doesn't understand-"How could you suggest that; you don't know how upset I am". People may respond, "When I want your advice, I'll ask for it". Also, if the advice turns out wrong, a person can duck responsibility-"They suggested it; it wasn't my idea".

EVALUATING, JUDGING NEGATIVELY, DISAPPROVING, BLAMING, NAME-CALLING, CRITICIZING ("You are bad" "You are lazy" "You are not thinking straight" "You are acting foolishly" "Your hair is too long") More than any other type of message, this makes people feel inadequate, inferior, incompetent, bad or stupid. It can make them feel guilty, too. Often people respond very defensively-nobody likes to be wrong. Evaluation cuts off communication-"I won't say what I feel if I am going to get judged". When coming from someone in a position of power or control, people often accept such judgments as being absolutely true-"I am bad". Such evaluations can shape a person's self concept. Another possible response is to evaluate right back "You're not so

FACILITATOR'S GUIDE (cont)

PRAISING, JUDGING OR EVALUATING POSITIVELY, APPROVING ("You're good" "You've done a good job" "That's a good piece of work" "I approve of..." "That's a nice thing to do") Praise and positive evaluation may not always have the effects we have generally assumed. If you let a person know you can judge positively, they infer you can also judge negatively. Then, too, when you frequently judge positively, the absence of it in a particular situation can be interpreted as a negative judgment-"You haven't said anything nice about me; you must not like me". A positive evaluation that does not fit one's own evaluation may also be threatening ("I am not good"), or it may be felt as false ("You don't really think I'm good".) Often a person feels praise as manipulative-"You're just saying that to get me to do something". Praise often stops communication-"They just simply don't understand how I feel". Positive evaluation can embarrass people, even make them angry. Praise invariably tags the person in control as "being superior"-the right to evaluate another implies that you "know" what is good or bad.

SUPPORTING, REASSURING, EXCUSING, SYMPATHIZING ("It's not so bad..." "Don't worry" "You'll feel better" "That's too bad".) People often send messages to other people without understanding they can have negative effects. To reassure a person may make him or her other feel that you don't understand-"It is easy for you to say that, but you don't know how I feel". Supporting messages can also convey to a person, "I'm not comfortable having you feel inadequate. I can't accept such feelings: start feeling more adequate". If things do not "turn out all right" for the person, he or she can feel resentful toward you for your reassurances, for misleading them. Telling a person who feels inadequate that they really are OK can evoke strong feelings of hostility. They may also disbelieve you- "You're just saying that to make me feel better".

DIAGNOSING, PSYCHOANALYZING, INTERPRETING, READING-IN, OFFERING INSIGHTS (What you need is... "What's wrong with you is..." "You're just trying to get attention..." "You don't really mean that" "I know what you need" "Your problem is...") To tell a person what they are "really" feeling, what their "real" motives are, or why they are behaving a certain way can be very threatening-"They always think they know what I'm feeling". Playing "psychoanalyst" with other people is dangerous and frustrating to the other person. If your analysis is wrong, the person resists; if it is "right" the person can feel exposed, naked, trapped. The "here is what you need" message implies that the sender is superior- knows more than the receiver. People get resentful and angry when other people "interpret" their motives. Interpretations, more than likely, will stop communication rather than encourage someone to tell you more

QUESTIONING, PROBING, CROSS-EXAMINING, PRYING, INTERROGATING ("Who...¹⁵" "Who..." "Where..." "What..." "How..." "When...") The response of people to probing is often to feel defensive or "on the witness stand". Many questions are threatening because a person doesn't know why another is questioning

FACILITATOR'S GUIDE (cont)

Convey lack of trust, suspicion, or doubt about a person's ability- "You don't need to ask me if I know the way-I've been there before". Some kinds of probing questions make a person feel they are being led out on a limb only to have it later sawed off. When someone asks questions, they imply that they are gathering information so that they can solve the other person's problem rather than letting that person solve it themselves. Questions drastically restrict the range of what a person might say if allowed to speak spontaneously. Questions communicate "Talk only about what I am asking".

DIVERTING, AVOIDING, BY-PASSING, DIGRESSING, SHIFTING ("Let's not talk about it now" "Not appropriate at this time" "Forget it" "That reminds me" "We can discuss it later") Such responses make people feel you are not interested. They may feel you don't want to understand. People may also feel guilty. They communicate lack of respect for another person. Such responses can make a person feel rejected.

KIDDING, TEASING, MAKING LIGHT OF, JOKING, USING SARCASM (Why don't you burn down the Institute?" "When did you read a newspaper last?" "Get up on the wrong side of the bed?" "When did they make you Commandant of the school?") Such responses effectively cut off communication...make the person feel you are not interested and show lack of respect. They often will make the person angry. Or the person may feel you really don't understand how badly or seriously they feel about something. Responses such as these often stem from hostility in the person making the comment; consequently, they may provoke counter-hostility.

WHAT TO LOOK FOR IN A GROUP

In all human interactions there are two major ingredients: content and process. The first deals with subject matter of the task upon which the group is working. In most interactions, the focus of attention of all persons is on the content. The second ingredient, process, is concerned with what is happening between and to group members while the group is working. Group process or dynamics deals with such items as morale, feeling, tone, atmosphere, influence, and participation; styles of leadership, leadership struggles, conflict, competition, and cooperation, etc. In most interactions, very little attention is paid to process, even when it is the major cause of ineffective group action. Sensitivity to group process will better enable one to diagnose group problems early and deal with them more effectively. Since these processes are present in all groups, awareness of them will enhance a person's worth to a group and make him or her a more effective group participant.

FACILITATOR'S GUIDE (cont)

PARTICIPATION

One indication of involvement is verbal participation. Look for differences in the amount of participation among members.

1. Who are the high and low participators?
2. Do you see any shift in participation, e.g. highs become quiet; lows suddenly become talkative.
3. How are the silent people treated? How is their silence interpreted? Consent? Disagreement? Disinterest? Fear? Etc.
4. Who talks to whom? Do you see any reasons for this in the group's interactions?
5. Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?

INFLUENCE

Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by other members.

1. Which members are high in influence? That is, when they talk others seem to listen.
2. Which members are low in influence? Others do not listen to or follow them. Is there any shifting in influence? Who Shifts?
3. Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?

DECISION MAKING PROCEDURES

Many kinds of decisions are made within groups without considering the effects of these decisions on other members. Some people try to impose their own decision on the group, while others want all members to participate or share in the decisions that are made.

1. Does anyone make a decision and carry it out without checking with other group members? (Self-authorized) For example, he decides on the topic to be discussed and started right in to talk about it. What effect does this have on other group's interactions?
2. Does anyone make a decision and carry it out without jumps? Do you see any reasons for this in the group's interactions?
3. Who supports other member's suggestions of decision. Does this support result in the two members deciding the topic or activity for the group? (Handclasp) How does this affect other group members?
4. Is there any evidence of a majority pushing a decision through over other members' objections? Do they call for a vote? (Majority decision)

FACILITATOR'S GUIDE (cont)

5. Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?
6. Does anyone make any contributions that do not receive any kind of response of recognition (clap)? What effect does this have on the member?

TASK FUNCTIONS

These functions illustrate behaviors that are concerned with getting the job done, or accomplishing the task that the group has before them.

1. Does anyone ask for or make suggestions as to the best way to proceed or to tackle the problem?
2. Does anyone attempt to summarize what has been covered or what has been going on in the group?
3. Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?
4. Who keeps the group on target? Prevents topic jumping or going off on tangents.

MAINTENANCE FUNCTIONS

These functions are important to the morale of the group. They maintained good and harmonious working relationships among the members and create a good atmosphere, which enables members to contribute maximally. They insure smooth and effective teamwork within the group.

1. Who helps others get into the discussion (gate openers)?
2. Who cuts off others or interrupts them (gate closers)?
3. How well are members getting their ideas across? Are some members preoccupied and not listening? Are there any attempts by group members to help others clarify their ideas?
4. How are ideas rejected? How do members react when their ideas are not accepted? Do members attempt to support others when they reject their ideas?

GROUP ATMOSPHERE

Something about the way a group works creates an atmosphere which in turn is revealed in a general impression. In addition, people may differ in the kind of atmosphere they like in a group. Insight can be gained into the atmosphere characteristic of a group by finding words, which describe the general impressions, held by group members.

1. Who seems to prefer a friendly, congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?
2. Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?
3. Do people seem involved and interested? Is the atmosphere one of work, play, satisfaction, taking flight, sluggish, etc.?

FACILITATOR'S GUIDE (cont)

MEMBERSHIP

A major concern for group members is the degree of acceptance or inclusion in the group. Different patterns of interaction may develop in the group that gives clues to the degree and kind of membership.

1. Is there any sub-grouping? Sometimes two of three members may consistently agree and support each other or consistently disagree and oppose each other.
2. Do some people seem to be "outside" the group? Do some members seem to most "in"? How are those "outside" treated?
3. Do some members move in and out of the group? Under what conditions do they come in or move out?

FEELINGS

During any group discussion feelings are frequently generated by the interactions between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures and many other forms of nonverbal cues.

1. Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

NORMS

Standards or ground rules may develop in a group that control the behavior of its members. Norms usually express the beliefs or desires of the majority of the group members as to what behaviors should or should not take place in the group. These norms may be clear to all members (explicit), known or sensed by only a few (implicit) or operating completely below the level or awareness of any group members. Some norms help group progress and some hinder it.

1. Are certain areas avoided in the group (e.g. sex, religion, talk about present feelings within group, discussing leader's behavior, etc.)? Who seems to reinforce this avoidance? How do they do it?
2. Are group members overly nice or polite to each other? Are only positive feelings expressed? Do members agree with each other too readily? What happens when members disagree?
3. Do you see norms operating about participation or the kinds of questions that are allowed? (e.g., "if I talk you must talk," "If I tell my problems you have to tell your problem.") Do questions tend to be restricted to intellectual topics or events outside of the group?

“CONSIDERATION OF OTHERS”

Consideration of Others is simply a method of instruction for leadership and team work training through open communication in a small group facilitator led setting, based on command assessment

- * Addresses our primary duty**
- * Accomplishment of the mission**

- * Welfare of the Soldiers**

“People are not in the Army. People are the Army...by people I do not mean Personnel...I mean living breathing human beings. They have needs and abilities. They have weaknesses and faults; and they have means. They are at the heart of our preparedness... and this preparedness-as a nation-depends upon the spirit of our Soldiers. It is the spirit that gives the Army...life. Without it we cannot succeed.

**General Creighton Abrams
Army Chief of Staff 72-74**

1. “INTRODUCTION”

- DEVELOPED FOR THE COMMANDER**
- UNIT COHESION**
- WILLINGNESS TO WORK AS A TEAM**
- LINKAGE BETWEEN INDIVIDUAL SOLDIERS AND THE MILITARY TEAM**

2. “CONSIDERATION OF OTHERS”

3. PHILOSOPHY

- Involves the awareness, the actions, and the responsibilities of the individual Soldier!**
- The capability of each Soldier to recognize that their attitudes, actions, and words affect the unit!**
- Their willingness to take responsibility for those attitudes, actions, and words!**
- TO THE POINT OF CHANGING WHEN NECESSARY!**

4. METHODOLOGY

- Parallels Operational or Mission Planning**
 - Survey / assess your command**
 - Identify primary of key areas of concern**
 - Identify specific training needs**
 - Determine priorities, first among CO2, then among other needs**
 - Identify and commit resources**

5. METHODOLOGY

■ Small Group Instruction

- Identify the small groups**
- Identify / Train facilitators**
- Discussion based**
- Team concept-who works together**
- up to 25 personnel**

6. METHODOLOGY

■ Instruction with the 'edge' of emphasizing actions and responsibilities of individuals

- You are responsible for your actions**
- Education makes you aware of those actions**
- Helps you change actions that do not fit the Army**

7. CO2 HANDBOOK

■ DA Handbook

■ 3 Sections

- Introduction**
 - Brief description of concept**
- Focus Areas**
 - Broken down to 8 focus areas**
- Lesson Plans**
 - 17 original lesson plans**

8. ROLE OF EOA

- Primary player, by direction of CSA**
- Train the Trainer**
- Resource**
- EO only part of CO2**

9. FACILITATORS

- Appointed / screened by Commanders**
- Recommend EORs**
- Attend Small Group Instructor Trainer Course**
- Attend 2 Day seminar for CO2**
- Create a Contingency of Facilitators**
 - ADAPCP, EEO, IG, JAG, SJA, Pre-Med, Chaplains**

10. MODEL PROGRAM

- Unit Assessment
- Seminar for Senior Leaders / Middle Managers
 - 1-DAY OFF-SITE if possible
- All Personnel receive 8 hours annually
- 2 hour Quarterly sessions
 - Led by trained FACILITATOR-Small Group Discussion
- POI Decentralized to Unit level
- Train the Trainer Program
- Briefed at QTB's

11. CONCLUSION

- Not a cure all for every organization challenge
- Many other requirements could be executed under CO2; NCOPD, OPD, etc.
- The assessment, small group facilitator, and personal involvement will make or break program.

12. FOCUS AREA

- Ethical Development-Individual & Organizational
- American Military Heritage
- Quality Individual Leadership
- Team Building
- Equal Opportunity
- Gender Issues
- Family Concerns
- Health, Safety, and Drug & Alcohol Abuse

GROUP DEVELOPMENT

- GROUP DEVELOPMENT OVERVIEW
 - GROUP DYNAMICS
 - GOOD FACILITATORS
 - FORMATION OF GROUPS
 - STAGES OF DEVELOPMENT
 - MAINTENANCE FUNCTIONS
 - DYSFUNCTIONAL ROLES / RED FLAGS
- 2. SMALL GROUP DYNAMICS
 - Small groups can be:
 - free flowing, enabling
 - restrictive, coercive
 - animated
 - silent
 - interesting, engaging
 - boring
 - The facilitator plays a large part in determining which of these are true
- 3. GOOD FACILITATORS
 - Encourage discussion
 - Are not tied to the script or lesson plan
 - Use (are not used by) slides or visual aids
 - Are not afraid of strong opinions or emotions, (if kept in balance)
- 4. GOOD FACILITATORS
 - Let Subject Matter Experts (SME) in the small group contribute to the maximum
 - Acknowledge military experiences
 - Note accomplishments in area
 - Avoids letting the SME dominate
- 5. GOOD FACILITATORS
 - Keep the pace going
 - Call on different group members
 - Know when the horse is dead
 - Are conscious of time
 - Breaks
 - Ending
 - Not “stretching”—ending when lesson is done
- 6. ROLES OF THE SMALL GROUP LEADER
 - OBSERVER
 - FACILITATOR
 - PROCESS AND CONTENT
 - STAGES OF SMALL GROUP DEVELOPMENT

7. GROUP DEVELOPMENT FORMATION OF GROUPS

1. GROUP: More than two persons who interact with each other in such a manner that the behavior or performance of one is influenced by the behavior or performance of the other.

- a. Formal Groups
- b. Informal Groups

2. Reasons for Group Formation:

- a. Security
- b. Social
- c. Esteem
- d. Proximity
- e. Attraction
- f. Goals

8. GROUP DEVELOPMENT STAGES OF DEVELOPMENT

• FORM STAGE

- a. Dependent on Direction
- b. Polite; why are we here
- c. Introductions are made
- d. First Impressions; stereotyping
- e. Avoid disclosing interpretations of nonverbal cues
- f. Disclosure and Feedback are avoided

• STORM STAGE

- a. Counter-Dependent
- b. Bids for Power
- c. Competitive
- d. Rationalization
- e. Closed Minded
- f. Conflict / Hostility
- g. Cliques
- h. Hidden Agencies
- i. Emotions run high
- j. Resolution by Vote

• NORM STAGE

- a. Independent and Constructive
- b. Listening
- c. Less Attempts to Control
- d. Progress towards objectives
- e. Creativity
- f. Role Identity
- g. Leaders Less Identifiable

• PERFORM STAGE

- a. Interdependent

- b. High Morale and Esprit
- c. Intense Loyalty
- d. Individual Creativity
- e. Disagreement is OK
- f. No Cliques
- g. Adopt and Identify Symbols

9. MAINTENANCE FUNCTIONS

- Maintenance functions that are required in strengthening and maintaining group life and activities.
- When omitted, group effectiveness declines
- Help members work together so that loyal to one another, the group, and its task

10. GROUP DEVELOPMENT MAINTENANCE FUNCTIONS

- Gate keeping
- Establishing norms
- Harmonizing
- Supporting
- Showing Solidarity
- Dramatizing
- Tension-Relieving

11. TASK FUNCTIONS

- Behaviors that are concerned with getting the job done or accomplishing the task the group has before it
- Required in selecting and carrying out a group task
- Initiating and Orienting-proposing goals, plans
- Information Giving-offering facts or information
- Information Seeking-asking others for facts
- Opinion Giving-stating beliefs, values
- Clarifying-making statements more clear
- Elaborating-developing an idea previous expressed
- Evaluating-expressing judgments about the relative worth of information or ideas; proposing or applying criteria

12. GROUP DEVELOPMENT SELF CENTERED ROLES

- Blocking-preventing progress
- Discriminatory Behaviors-use of slurs, jokes, innuendos
- Status and Recognition Seeking-stage-hogging
- Withdrawing-avoiding important differences
- Special Interest-manipulates or uses other members

13. SIX RED FLAGS

- The SME who wants to dominate
- The “old timer” who wants to dominate
- Prejudice
- The “talker” who wants to dominate
- The “distracter” who puts out “good” stuff not related to the teaching goals
- Issues of rank, leadership position

14. RED FLAG SME

- The SME who wants to dominate
 - SME's are good, if kept in balance
 - Applying past experiences to present is good, but acknowledge differences as well
 - Problem of emotional baggage
 - Issue of “military one-ups-manship” (“I’ve been there and you haven’t”)

15. RED FLAG OLD TIMER

- The “old timer” who wants to dominate
 - “I’ve been in this a unit a long time”
 - “during my first tour with the 82nd...”
 - “when I came in the Army we...”
 - This can all be good stuff, if experience is used to contribute to the discussion, rather than to simply give weight to the old timer's personal opinion
- Can often be diffused by humor

16. RED FLAG PREJUDICE

- Prejudice
 - when not related to race or gender can be beneficial if kept in balance
 - problem of inflexibility, faulty belief that may not be based on facts
 - can be defused with questions like where are your facts or what makes you believe that.

17. RED FLAG TALKER

- The “talker” who wants to dominate
 - Two types of situations
 - a. Individuals who need the last word (or all words)
 - b. Individuals who cannot communicate with brevity
 - Usually handled by direct interruption by facilitator (but with much courtesy as possible)

18. RED FLAG DISTRACTER

- The “distracter” who puts out “good” stuff not related to the teaching goals
- No harm intended here, so don’t “slam dunk”
- Use common sense in re-directing group towards goals
- Be direct if needed, shut down distract line of conversation until break / end of lesson

19. RED FLAG RANK / POSITION

- Issues of rank, leadership position
 - Very difficult situation
 - Goal is to achieve lesson objective without compromising leader’s on-going military authority
 - Best handled in steps, starting with “gentle diversion or interruption and ending with an unscheduled break and confronting leader off-line, one on one

20. REMEMBER

- All of these “red flags” are also part of normal small group interaction. It is when they get out of balance that they interfere with the groups ability to learn and process information.

21. CONCLUSION

- CO2 is a tool which commanders can use to systematically improve their organizational climate.
- CO2 is an area which can be used to significantly increase the role and visibility of those involved in the process.
- THINK OUT OF THE BOX

Army Values

Loyalty

Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.

Duty

Fulfill your obligations.

Respect

Treat people as they should be treated.

Selfless-Service

Put the welfare of the nation, the Army, and your subordinates before your own.

Honor

Live up to all the Army values.

Integrity

Do what's right, legally and morally.

Personal Courage

*Face fear, danger, or adversity.
(Physical or Moral)*

THE EXPERIENTIAL LEARNING CYCLE



TASK FUNCTIONS

Behaviors that are concerned with getting the job done or accomplishing the task the group has before it. They are required in selecting and carrying out a group task.

Initiating and Orienting – proposing goals, plans of action, or activities; prodding group to greater activity; defining position of group in relation to external structure or goal.

Information Giving – offering facts and information, evidence, or personal experience relevant to the group's task.

Information Seeking – asking others for facts and information, evidence, or relevant personal experience.

Opinion Giving – stating beliefs, values, interpretations, judgments; drawing conclusions from evidence.

Clarifying – making ambiguous statements more clear, interpreting issues.

Elaborating – developing an idea previously expressed by giving examples, illustrations, and explanations.

Evaluating – expressing judgments about the relative worth of information or ideas; proposing or applying criteria.

Summarizing – reviewing what has been said previously; reminding group of items previously mentioned or discussed.

Coordinating – organizing the group's work; promoting teamwork and cooperation.

Consensus Testing – asking if the group has reached a decision acceptable to all; suggesting that an agreement may have been reached.

MAINTENANCE FUNCTIONS

Maintenance functions are those functions that are required in strengthening and maintaining group life and activities. When any of these functions are omitted, the effectiveness of the group declines. These functions help the members of the group work together so that they develop a loyalty to one another and to the group and its task.

Establishing Norms – suggesting rules of behavior for members; challenging unproductive ways of behaving as a member; giving negative response when another violates a rule or norm.

Gatekeeping – helping some member get the floor; suggesting or controlling speaking order; asking if someone has a different opinion.

Supporting – agreeing or otherwise expressing support for another's belief or proposal; following the lead of another member.

Harmonizing – reducing secondary tension by reconciling disagreement; suggesting a compromise or new alternative acceptable to all; conciliating or placating an angry member.

Tension-Relieving – making strangers feel at ease; reducing status differences; encouraging informality; joking and otherwise relieving tension; stressing common interests and experiences.

Dramatizing – evoking fantasies about people and places other than the present group and time, including storytelling and fantasizing in a vivid way; testing a tentative value or norm through fantasy or story

Showing Solidarity – indicating positive feeling toward

SELF-CENTERED/DYSFUNCTIONAL BEHAVIORS THAT INTERFERE WITH THE TASK AND MAINTENANCE FUNCTIONS OF A GROUP

Withdrawing – avoiding important differences; refusing to cope with conflicts; refusing to take a stand; covering up feelings; giving no response to the comments of others.

Blocking – preventing progress toward group goals by constantly raising objections, repeatedly bringing up the same topic or issue after the group has considered and rejected it.

Status and Recognition Seeking – stage-hogging, boosting and calling attention to one's expertise or experience when this is not necessary to establish credibility or relevant to the group's task; game playing to elicit sympathy; switching subject to area of personal experience.

Discriminating Behaviors – use of sexually exclusionary language; use of racial or sexual slurs, jokes, innuendoes.

Special Interest – manipulates or uses other group members for selfish goals that compete with group's needs

CO2 FACILITATION EVALUATION CHECKLIST

Student Name _____ Date _____

Evaluator _____ Rating: Poor Fair Good Excellent

Instruction: Students must receive a go in each evaluated section to graduate from the Consideration of Others course. Circle a GO or NO GO for each element in a section and the corresponding overall rating for that section. Circle student rating on the rating line above. Student must receive a go in all three sections to pass.

<u>TASK</u>	<u>COMMENTS</u>
<p><u>Introduction: (4 of 5) Did facilitator:</u> <u>GO/NO GO</u></p> <p>Explain roles? GO / NO GO</p> <p>Introduce topic? GO / NO GO</p> <p>Focus group on task? GO / NO GO</p> <p>State group objectives? GO / NO GO</p> <p>Develop group norms or refer to them? GO / NO GO</p>	
<p><u>Body: (7 of 8) Did facilitator:</u> <u>GO / NO GO</u></p> <p>Display facilitator roles? (Observer and Facilitator) GO / NO GO</p> <p>Involve all students? GO / NO GO</p> <p>Have pre-written questions? GO / NO GO</p> <p>Ask relevant questions? GO / NO GO</p> <p>Keep group on track? GO / NO GO</p> <p>Conduct periodic consensus or summary? GO / NO GO</p> <p>Absent of personal bias? GO / NO GO</p> <p>Address dysfunctional behavior? GO / NO GO</p>	